**VT English Education**

**Teacher’s Name: Lauren Dalton Lesson Date and Time: 10/24/12 1:00 pm**

**Enduring Understandings/Unit Goals:** Students will use the appropriate subject-verb agreement when communicating through writing and speaking, making their sentences more clear.

**Essential Question:** Why does it matter that you use the appropriate subject-verb agreement in your sentences?

**Standards Addressed:** 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing

b) Use subject-verb agreement with intervening phrases and clauses.

d) Maintain consistent verb tense across paragraphs.

**Lesson Objective(s):** The students will be able to portray their understanding of subject-verb agreements in their own writing.

**Materials Needed:**

The Smartboard

Sentences to be corrected on a Powerpoint slide:

1. Josh or his brother \_\_\_\_\_\_\_ going to be responsible for the damages to the book. (IS/ARE)
2. Blacksburg is one of those towns that \_\_\_\_\_\_\_\_\_ known for their college’s activities. (IS/ARE)
3. Everybody in this class \_\_\_\_\_\_\_\_\_\_ done the homework on subject-verb agreement. (HAVE/HAS)
4. Neither the teacher nor the students \_\_\_\_\_\_\_\_\_\_ to have issues understanding subject-verb agreement now. (SEEM/SEEMS)
5. Moby and Time \_\_\_\_\_\_\_\_\_\_ taught us well on how to make subjects agree with verbs. (HAVE/HAS)

Brain Pop! Subject Verb Agreement Video: http://www.brainpop.com/english/grammar/subjectverbagreement/

**Technology/21st Century Learning:**

The technology used in this lesson will be mainly the Smart board and Powerpoint. They will work together to get the students to practice their subject-verb agreements as a class and up on their feet, as opposed to a boring worksheet.

**Teaching/Instructional Process:**

**1. Anticipatory Set/Hook:** The mini-lesson will begin with a reference to the students’ work that they have been turning in lately. I have noticed that they are having a hard time keeping their subject verb agreements in their writing. (2 minutes)

**2. Process:**

* After the hook part of the lesson, I will show a go through a powerpoint reminding them of different situations using subject verb agreements. (5-7 minutes)
* After the discussing of the first part of the powerpoint, I will ask if they have any questions. If they do not we will watch the BrainPop! Activity telling about subject-verb agreements. (5 minutes)

**3. Check for Understanding/Closure:** After they have watched the BrainPop! I will open the floor again for any questions, comments, or concerns. If there are none, they will have a practice of 5 questions that they will answer on their own. After about 3 minutes of doing this on their own, they will then volunteer, or be cold called upon to come up to the Smartboard and put the correct verb in the space.

**Independent Practice:** The students will be using the correct subject verb agreements throughout the rest of the year and their lives, in their own writing and speech.

**Differentiated instruction:** The students will hear me speak about what Tim and Moby are going to talk about during the BrainPop!. They will also see the BrainPop! video which will reinforce it, and then they will put it into practice. This will cover all the different ways that any student could learn by.

**Interdisciplinary Components:** This lesson applies to other disciplines because they have to use writing to get their point across in every aspect of school. Without using the proper agreements their writing could come across as unclear or not sound right to the audience which could jeopardize their paper in history or their instructions that they have to follow in science.

**Assessment/Rubrics:** The students will be informally assessed on their level of understanding during the review before the video. They will also be informally assessed at the end of the lesson when they do the five questions by themselves and then have to write them in front of the whole class.